



New Title I A Coordinators' Cadre

December 12, 2017

Introductions & Logistics

- ❑ To submit a question during the call, send an email to natasha.napier@education.ky.gov.
- ❑ The webinar will be recorded and posted on the Title I web page.
- ❑ Responses to any follow-up questions will be emailed after the webinar.



Agenda for the Call

- ☐ Let's Rewind!
 - ☐ Follow-Up: Inventory Resource
- ☐ Year-at-a-Glance: December
- ☐ Homeless Basics
 - ☐ Homeless Set-Aside in GMAP
- ☐ Personnel Paid from Title I
- ☐ Person Role Manager
- ☐ GMAP Checklist
- ☐ Resources



Let's Rewind!

□ Last month's call featured the following topics:

□ Year-at-a-Glance

□ Maintenance of Equipment and Inventory
Guidance

□ Foster Care

□ Needs Assessment

□ Supplement Not Supplant Methodology
Example



Inventory Guidance Resource



A screenshot of a web browser displaying the Kentucky Department of Education website. The address bar shows the URL: https://education.ky.gov/federal/progs/tia/Pages/Title%20I. The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. The website's header features the Kentucky.gov logo, navigation tabs for Agencies and Services, a search bar with "KDE" entered, and a list of user roles: Administrative, Districts, Jobs, Legislature, Media, Parents, Public, Researchers, Students, and Teachers. The breadcrumb trail reads: Home / Federal Programs / Title Programs / Title I, Part A - Improving Academic Achievement of the Disadvantaged / Title I Part A Documents and Resources. On the left, a sidebar lists various programs, with "Title I, Part A - Improving Academic Achievement of the Disadvantaged" highlighted in blue. An arrow points from this link to the main content area. The main content area is titled "Title I Part A Documents and Resources" and includes a publication date of 11/17/2017 3:51 PM. It states that the page contains tools like forms, newsletters, webinars, and related webpages to help coordinators run a successful Title I program. Under "General Resources," there is a list of links: Title I, Part A Handbook; Title I, Part A Consultant Contact per District; Statewide Consolidated Monitoring; Webinar on Changes to Title I, Part A Under the Every Student Succeeds Act (ESSA) and accompanying PowerPoint (March 2017); and Inventory Guidance. Under "Budget and Financial Resources," there are links for 15% Carryover Limitation and Grant Management Application and Planning System (GMAP). To the right of the text is a photograph of a person holding a document next to a laptop. At the bottom right, there is a section for "U.S. Department of Education (ED) Resources" with links to The Every Student Succeeds Act of 2015 (ESSA) and Uniform Grant Guidance.

Year-at-a-Glance: December

- ❑ Ensure your district's methodology on supplement, not supplant (SNS) is on file at your district by December 10th in the event your district is selected for consolidated monitoring.
 - ❑ This documentation does not have to be submitted to KDE, but should be kept on file at the district.
 - ❑ Additional information on the methodology can be found in the [November newsletter](#), the October and November webinars, and accompanying PowerPoints located on the [Title I, Part A documents and resources webpage](#).
- ❑ Collect signed Time and Effort records for staff who work on multiple cost objectives.
- ❑ Submit requests to amend grants—as needed.
- ❑ Monitor implementation of parent and family engagement plans.



Homeless Definition

- ❑ Section 725(2) of the McKinney-Vento Act defines *homeless children and youths* as individuals who lack a fixed, regular and adequate nighttime residence.

- ❑ The term includes children and youths who are...
 - ❑ sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”);
 - ❑ living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - ❑ living in emergency or transitional shelters; or
 - ❑ abandoned in hospitals;
 - ❑ children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
 - ❑ children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - ❑ migratory children who qualify as homeless, because they are living in circumstances described above.



Unaccompanied Youth Definition

- ❑ The term *unaccompanied youth* includes a homeless child or youth (*experiencing homelessness according to the McKinney-Vento definition*) not in the physical custody of a parent or guardian (*unaccompanied*).
- ❑ For any young person, including an unaccompanied youth, to be *McKinney-Vento* eligible, his or her living arrangement must meet the Act's definition of homeless.
- ❑ A guardianship or custody issue without the presence of homelessness does not convey *McKinney-Vento* eligibility.
- ❑ There are no specific age limits in the *McKinney-Vento Act*, including for unaccompanied homeless youth (UHY).



Identifying Homeless Students

- The district's homeless liaison is responsible for identifying homeless students; however, various school staff could be involved in helping the district's homeless liaison find out:

| Staff Person: | Notices... |
|------------------------|---|
| Teacher | Student is constantly late or has a sudden change in behavior or mood |
| Counselor | Changes in behavior or attendance |
| School Nurse/Secretary | Signs of malnutrition, illness, or hygiene problems |
| Bus Driver | Varying pick up or drop off points and if multiple families are dropped off at the same house |

- Resources are available to help staff concerned that a student might be experiencing homelessness. More information can be found on the [Education for Homeless Children and Youth webpage](#).



Homeless Set-Aside in GMAP

- ❑ Districts must provide services for homeless children who attend Title I and non-Title I schools, including providing educationally related support services to children in shelters.
- ❑ The services in non-Title I schools must be comparable to those provided to children in Title I schools. A district must reserve “such funds as may be necessary” [see ESSA 1113(c)(3)(A)] to serve homeless children attending both Title I and non-Title I schools (regardless of receiving a McKinney-Vento Homeless Assistance Grant).
- ❑ The set-aside must take into account homeless students enrolled in private schools, institutions for neglected children, and local institutions for delinquent youths. If there are no students identified as homeless, funds must still be set aside in the event that homeless students are identified during the school year.



Determining Set-Aside Amount

- ❑ There is not currently a formula for determining the appropriate amount for the homeless set-aside, but four commonly accepted methods are as follows:
 - ❑ **Conduct a needs assessment in conjunction with local social services or shelters.** The homeless liaison can work with local homeless assistance agencies, shelters, et cetera to determine the services homeless children need and the appropriate amount to pay for them.
 - ❑ **Obtain a count of homeless students and multiply the number by the LEA's Title I, Part A per-pupil allocation.** If surveying the school staff, it is crucial to ensure that staff understand the law's definition of homeless, as well as prohibitions on segregating or stigmatizing homeless students.
 - ❑ **Match or exceed the district's McKinney-Vento sub-grant.**
 - ❑ **Use a percentage based on district poverty level.** If using this method, it is recommended that the district examine comparison data (such as student mobility rates) in order to better estimate the appropriate percentage.



Homeless Set-Aside in GMAP

- ❑ The [Title I August 2017 newsletter](#) includes tips to determine how much to set aside for homeless children and youth in your district.
- ❑ All districts must set-aside an adequate amount for homeless students at both Title I and non-Title I schools when submitting the application revision in GMAP.
- ❑ If your district did not set aside funds for homeless students in your 2018 GMAP application, you will need to set funds aside when the revised allocations are released.
 - ❑ Districts whose original applications have already been approved by a KDE consultant do not need to alter their applications until then.



Allowable Title I Purchases for Homeless

- ❑ Tutoring, supplemental instruction, and other educational services that help homeless children and youths reach Kentucky's challenging academic standards.
- ❑ Expedited evaluations of eligible students to measure their strengths and needs.
- ❑ Professional development and other activities for educators and specialized instructional support personnel.
- ❑ Referrals of eligible students to medical, dental, mental, and other health services.
- ❑ Assistance to defray the excess cost of transportation to enable students to stay in their school of origin.
- ❑ Developmentally appropriate early childhood education programs for preschool-aged homeless children.
- ❑ Services and assistance to attract, engage, and retain homeless children and youths.
- ❑ Before- and after-school mentoring and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities.
- ❑ Payment of fees and costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school.
 - ❑ Including: birth certificates, immunization or other required health records, academic records, guardianship records, and evaluations for special programs and services.



Allowable Title I Purchases for Homeless

- ❑ Education and training for parents/guardians of homeless children and youths about the rights of, and resources available to such children and youths, and other activities designed to increase the meaningful involvement of the parents/guardians.
- ❑ Coordination between schools and agencies providing services in order to expand and enhance those services.
- ❑ Specialized instructional support services, including violence prevention counseling, and referrals for such services.
- ❑ Programs addressing the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse programs.
- ❑ Providing supplies to non-school facilities serving eligible students and adapting these facilities to enable them to provide services.
- ❑ Providing school supplies, including those to be distributed at shelters or temporary housing facilities, or other appropriate locations.
- ❑ Providing extraordinary or emergency services needed to enable homeless children and youths to attend school and participate fully in school activities.



Allowable Title I Purchases for Homeless

☐ Items that will provide for a typical education experience for homeless children:

- ☐ Graduation expenses (cap and gown)
- ☐ ACT and college entrance fees
- ☐ Field trips
- ☐ School supplies
- ☐ Clothing
- ☐ Eyeglasses and some medical services
- ☐ Sports uniforms



Unallowable Title I Purchases

- ☐ Rent
- ☐ Utilities
- ☐ Daycare (but can offer clothing and food for the baby)
- ☐ Car payment



Updates to Resources

The following resources have been updated to include information regarding the aforementioned Homeless Set-Aside guidance:

- ☐ *GMAP Help for Current Pages*
- ☐ GMAP Consolidated Checklist
- ☐ Title I Handbook



Time and Effort: Personnel Paid from Title I

- ❑ Employees whose compensation is supported with Title I funds (or any federal funding source) must maintain appropriate records demonstrating the amount of time they worked on Title I.
 - ❑ This applies to staff at the district and school level paid completely or partially from Title I funds.
 - ❑ These records are often referred to as *time and effort* records or personal activity reports (PARs).
- ❑ [2 C.F.R. 200.430](#) states that the salaries and wages of employees who work on federal programs may be paid with federal funds as long as appropriate time distribution records are maintained. These records must...
 - ❑ Be supported by a system of internal controls that provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
 - ❑ Be incorporated into official records;
 - ❑ Reasonably reflect total activity for which the employee is compensated, not exceeding 100 percent of compensated activities;
 - ❑ Encompass both federally assisted and all other activities compensated by the district on an integrated basis;
 - ❑ Comply with the established accounting policies and practices of the nonfederal entity; and
 - ❑ Support the distribution of the employee's salary or wages among specific activities or costs objectives.



Reporting Time and Effort

- ❑ The frequency of reporting depends on whether an employee works on a single cost objective or multiple cost objectives.
 - ❑ A cost objective refers to a federal program, mandated set-aside, statutory cap, or reservation of funds to which a grantee is required to track its funds.
 - ❑ Each federal and non-federal program represents a separate cost objective; Title I, Part A is one cost objective and Title I, Part C is another cost objective.
 - ❑ There are also separate cost objectives within Title I, Part A for program services, administration, and family engagement.



Personnel Working with One Cost Objective

□ District personnel whose salary is paid in whole from Title I funds must certify, on a semiannual basis (twice a year), that he/she worked solely on that program (their job duties only included Title I, Part A work and did not include other work such as Title III) for the period covered. This is referred to as *semi-annual certification*.

□ The certification must indicate the period covered by the certification and must be signed by the employee and the supervisor who has first-hand knowledge of the work performed.



Sample Semi-Annual Certification



| | |
|--|-----------------------|
| This certifies that the employee has worked solely with Title I for (insert period covered by certification): | |
| Employee Signature: | Supervisor Signature: |
| | |

Personnel Working with Multiple Cost Objectives

- ❑ District personnel working with more than one federal program (or combination of federal and nonfederal programs) must maintain a monthly Personal Activity Report (PAR) of the number of hours the employee worked directly with Title I and other duties.
 - ❑ The report must reflect an *after-the-fact distribution* of the employee's actual activity and must account for the percentage of time for which the employee is paid from each program.
 - ❑ The monthly activity report must be completed by the employee and signed by both the employee and a supervisor who has first-hand knowledge of the work performed.
- ❑ School personnel in a targeted assistance school partially funded with Title I funds must have a schedule (or a PAR).
 - ❑ A schedule may be used if it meets all requirements of a PAR.
 - ❑ The schedule should specify the amount of time working directly with the Title I program and should include non-instructional duties.
- ❑ A schedule or PAR is not required for school personnel in a schoolwide program who are partially funded with Title I funds if the school is consolidating its Part A funds with other funds.
 - ❑ See Appendix Z in the [Title I Handbook](#) for a PAR template.



Semi-Annual Certification and Time & Effort Logs



| | Semi-Annual Certification | Time & Effort (PAR) |
|--|--|--|
| Purpose <i>(OMB Circular A-87)</i> | <ul style="list-style-type: none"> <input type="checkbox"/> For employees who work solely on a single Federal program or cost objective, charges for their salaries must be supported by periodic certifications that the employee worked only on that program for the period covered by the certification. <input type="checkbox"/> The certification must be prepared at least semi-annually and signed by the employee and supervisory official with firsthand knowledge of the work performed by the employee. | <p>For employees who work on multiple cost objectives, a distribution of their salaries must be supported by personal activity reports (time and effort logs), which meet the following standards:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflect an after the fact distribution of actual activity for each employee; <input type="checkbox"/> Accounts for the total activity for which each employee is compensated; <input type="checkbox"/> Prepared at least monthly and coinciding with at least one pay period <input type="checkbox"/> Signed by the employee and supervisor |
| Targeted Assistance Programs | <p>Title I funded staff paid solely from Title I funds complete a Semi-Annual Certification twice annually.</p> | <p>Employees who work on multiple activities must maintain a time and effort log at least once a month.</p> |
| School-wide Programs | <ul style="list-style-type: none"> <input type="checkbox"/> If a school-wide program consolidates its funds in a single account, an employee paid with funds from the single account is not required to file a semi-annual certification. <input type="checkbox"/> If a school-wide program does not consolidate its funds, employees working solely on a single Federal program must complete semi-annual certifications. | <p>If a school-wide program does not consolidate funds, employees working on multiple programs must maintain a time and effort log at least once a month.</p> |

Semi-Annual Certification and Time & Effort Logs



| | Semi-Annual Certification | Time & Effort (PAR) |
|---------------------------|---|--|
| Maintaining Documentation | The principal or the Title I Program Administrator should keep all documentation. | |
| Additional Information | | <ul style="list-style-type: none"><input type="checkbox"/> Time must be documented in hours, not percentages (e.g. 1.5 hours).<input type="checkbox"/> The budget estimates or other distribution percentages must be revised at least quarterly, if necessary to reflect changed circumstances.<input type="checkbox"/> The employee must document the portion of time and effort dedicated to the Federal program and each program or other cost objective supported by the revenue sources. |

Single or Multiple Cost Objective?

Our Title I Coordinator was just hired as the SBDM Coordinator, because she is well-versed in policies, budgets, and staffing!

- ☐ Single Cost Objective
- ☐ Multiple Cost Objective



Single or Multiple Cost Objective?

I am the Federal Programs Director.

☐ Single Cost Objective

☐ Multiple Cost Objective



Single or Multiple Cost Objective?

Our Title I Coordinator also serves as the 21st CCLC program director.

- ☐ Single Cost Objective

- ☐ Multiple Cost Objective



Consolidated Monitoring Checklist

- ❑ Properly recording time and effort of employees paid with Title I funds is one of the items reviewed during a Consolidated Monitoring Visit.
 - ❑ The number of Title I-funded employees listed in GMAP should be accurately reflected in MUNIS reports.
 - ❑ Each employee should have either a monthly PAR or semi-annual certification.



Person Role Manager



- ❑ To ensure that all communications related to Title I, Part A reaches the appropriate personnel, it is recommended that the district verify the Title I coordinator role via [Open House Directory](#).
 - ❑ Also, the information included in the Open House Directory is made available to the general public; therefore, accuracy is key!
- ❑ If the Title I Coordinator role is blank or incorrect, the update must be made in Person Role Manager via [KDE Web Applications](#).
 - ❑ Your district Web Apps Admin Point of Contact (WAAPOC) has the access necessary to make this change.
 - ❑ If you are uncertain who your district WAAPOC is, this can also be found via [Open House Directory](#).

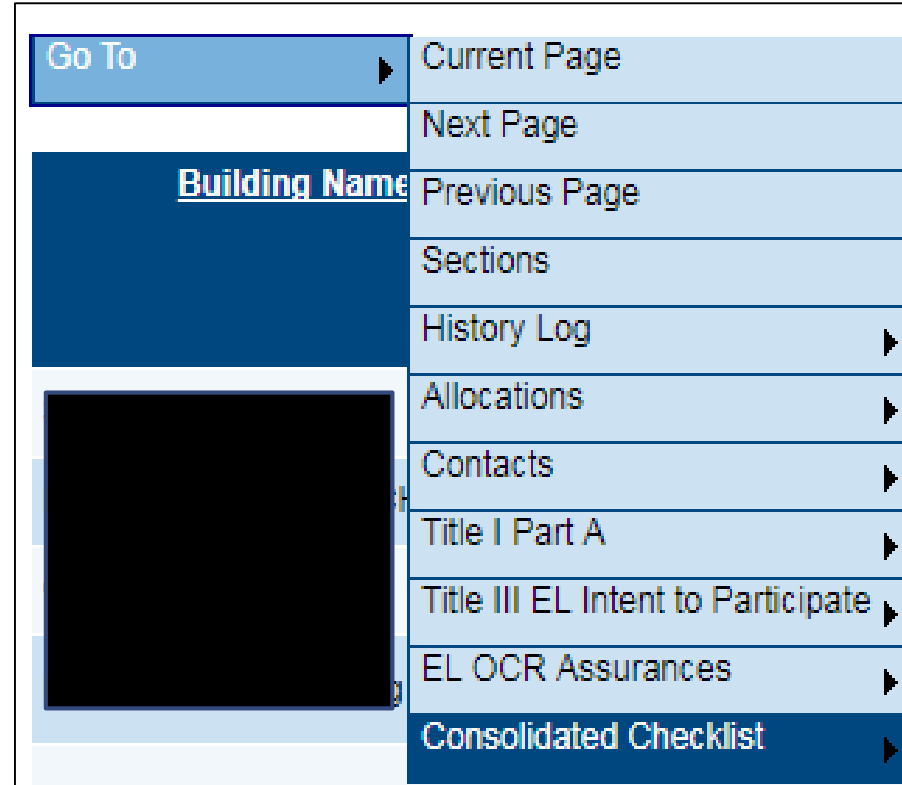
Person Role Manager Reminders

- ❑ For Title I coordinators who are listed, but no longer should be, their Role Status must be changed to *inactive* and a Role End Date entered.
- ❑ To add a Title I coordinator, the Role Status must be set to *active* and a Role Start Date entered. Also, ensure an email address is entered on the demographics screen.
- ❑ For questions or to express concerns, please email [Windy Newton](#).



GMAP Consolidated Checklist

- ❑ The Consolidated Checklist in GMAP is a means of communication between KDE and the district.
- ❑ Provides a detailed description of each section of the application and what a consultant looks for when reviewing an application for approval.
- ❑ Located at the bottom of the Go To menu as well as the bottom of the Sections page.



How KDE Uses the Checklist

- ❑ When reviewing an application, consultants make sure that each item on the checklist has been properly addressed before marking the section as either OK, Not Applicable, or Attention Needed.
- ❑ Applications with sections marked as Attention Needed are returned to the district for revision.



Reading the Consolidated Checklist



Title I, Part A is covered in items 1-10.

Attention Needed has been selected by the consultant from the drop-down menu.

The name of the consultant as well as the date and time of the review are provided.

10. Title I Part A Budget

Attention Needed ▼

Erin Sudduth10/25/2017 8:21:58 AM

| | |
|---|-------------------------------------|
| 1. Are items budgeted in appropriate MUNIS codes for each category used? | <input checked="" type="checkbox"/> |
| 2. If code 0539, 0549, 0559, 0569, 0589, 0591, 0592, 0610, 0639, 0669, 0694, 0697, or 0739 is budgeted for any category, does the amount seem reasonable in comparison to the district's allocation? Do the types of items in each entry seem reasonable and could they be deemed necessary for the operation of a Title I, Part A program? | <input type="checkbox"/> |
| 3. Do the budgets totals in both public and non-public parent involvement (310DM and 310DMP) meet the 1% requirement total listed on the Title I-A Allocation Summary page, if applicable? | <input type="checkbox"/> |
| 4. Do all budgeted items have a suitable, reasonable and adequate narrative? | <input checked="" type="checkbox"/> |

310D District and School Activities: Please provide descriptions for all object codes used. Please provide additional details regarding supplies being purchased. A few examples would be sufficient.
310DN Non Public School Activities: Please use code 0643 for study guides/books and 0650 for technology supplies

+ Comment History

Check marks are placed next to specific items requiring attention.

If the application has been submitted multiple times, the comment history for each submission may be viewed.

A consultant may provide additional comments instructing the district on how to address the issues.

How Districts Use the Checklist

- ❑ Prior to submitting the application, use the checklist to run a self-check to confirm that all areas have been addressed.
- ❑ If your application is returned as not approved, refer to the checklist to determine what changes need to be made.
 - ❑ Attention may be needed in a program other than Title I, Part A.
- ❑ Any questions on the checklist can be directed to your [Title I Consultant](#).



Resources

- ❑ *GMAP Help for Current Pages*
- ❑ [National Title I Association Conference](#)
 - ❑ February 8→11th in Philadelphia, PA
 - ❑ Sample Sessions:
 - ❑ *How Title I Schools Can Use Tech to Improve Math Scores*
 - ❑ *Best Practices for Family Engagement in Alternative and Traditional Education Settings*
 - ❑ *Fiscal Management*
 - ❑ *Evidence-Based Literacy Interventions*
- ❑ [Title I Handbook](#)
- ❑ [Title I Fiscal Guidance](#) (ED, Feb. 2008)
- ❑ Manasevit, L.M., ESQ., Winters Kessler, T., Esq., & Tosh Cowan, K., Esq. (2016). *ESSA Moving Toward a Well-Rounded Title I* (United States, LRP Publications). Palm Beach Gardens, FL: LRP Publications.
- ❑ [McKinney-Vento Law into Practice Brief Series: Serving Students Experiencing Homelessness under Title I, Part A](#) (National Center for Homeless Education at SERVE, Nov. 2017)



Next Month's Call

- ❑ Private Schools
- ❑ And more to be announced...
- ❑ January 17th 10:00 a.m. – 11:00 a.m.
Eastern Standard Time
- ❑ Email feedback and suggestions for future calls to title1reports@education.ky.gov



Contact Information



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